

Model Evidence for Iowa Teaching Standards and Criteria Examples

Evidence is not needed for each of the 42 criteria. It is the presence of quality evidence under a standard that determines if a teacher meets that particular Iowa Teaching Standard. This is determined by a qualified, Iowa trained evaluator, the conversation around these pieces of evidence by the evaluator and the teacher, and the district guidelines for evaluation. Evidence used to show competence in one standard and criteria can and should be used for showing competence in other standards and criteria. The conversation between the evaluator and teacher is vital in this determination.

There is no requirement by the State of Iowa that 42 different pieces of evidence for a teacher (beginning or career) must be produced to meet the Iowa Teaching Standards.

There is no requirement by the State of Iowa that teachers (beginning or career) must create a portfolio of evidence. It is each district's responsibility to determine how the evidence will be organized and if certain pieces of evidence are required for the district's teachers.

The term *observation notes* used in this chart refer to evaluator observation of the teacher's behavior. The interpretation of the evidence in classroom observations will depend on the conversation between evaluator and teacher.

See the Excel document for an example of how to organize evidence for meeting the standards. You will also see an example of evidence which does meet several standards and criteria.

Iowa Teaching Standards

Standard 1 - Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

<u>Model Evidence</u>	<i>Criteria: The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Grade book entries/classroom data • Copy of mid-term report • Rubrics • Report card • Letters/e-mails home • Work of students displayed • Student portfolio • Class newsletters 	a. Provides evidence of student learning to students, families, and staff.	1g, 5a,b,d,e 8e
<ul style="list-style-type: none"> • Follows CSIP/SIP/IEP • Observation notes • Individual Professional Development Plan • Volunteer for committees • Creates lessons to meet curriculum standards 	b. Implements strategies supporting student, building, and district goals.	4a, 7a,b,c,d 8c
<ul style="list-style-type: none"> • Class test results • Lesson plans • Team meeting minutes • Differentiated lessons • Use of IEP results • Running Records/other data gathering evidence • Show concurrent lesson plans 	c. Uses student performance data as a guide for decision-making.	3a 4a,c 5a,f
<ul style="list-style-type: none"> • Modification/accommodation plans • Multiple assessments 	d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.	2b, 3a,b,c 4c 6a,b,c,d,e 8d
<ul style="list-style-type: none"> • Survey results from students/parents • Class rules/expectations posted • Community building Activities-observation notes • Bulletin boards • Lesson Plans 	e. Creates an environment of mutual respect, rapport, and fairness.	3d, 4c,d 6a,e

<ul style="list-style-type: none"> • Action steps/teacher action • Notes from child study/problem solving/instructional decision making meetings 	f. Participates in and contributes to a school culture that focuses on improved student learning.	1b,f, 4b 5f 7a
<ul style="list-style-type: none"> • E-mail examples • Classroom newsletter • Phone call log • Thank you notes received 	g. Communicates with students, families, colleagues, and communities effectively and accurately.	1a, 5a,b,d,e 8e

Standard 2 - Demonstrates competence in content knowledge appropriate to the teaching position.

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Copies of lesson plan • Student work/portfolio • Observation notes 	a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.	2c 3a
<ul style="list-style-type: none"> • Copies of hand-outs • Videos used, CD's • Notes on lesson plans • Log of AEA involvement • Observation notes 	b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student	2d 3c 4c
<ul style="list-style-type: none"> • Lesson plans • Notes planning meetings • Observation notes 	c. Relates ideas and information within and across content areas.	3a 4a
<ul style="list-style-type: none"> • Assessments • Evaluator observation notes • Lesson Plans • Differentiated student work samples 	d. Understands and uses instructional strategies that are appropriate to the content area	3b.c.f

Standard 3 - Demonstrates competence in planning and preparing for instruction.

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Copies of assessments including pre-assessments • Lesson plans that fit district standards • Graphs showing variety of assessment results and plans for using assessment data 	a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.	1c, 2c 3a
<ul style="list-style-type: none"> • Handbooks, hand-outs • Lesson plans reflecting teaching/reinforcing expectations • Photos of student successes • Survey results of student responses to classroom climate • Observation notes 	b. Sets and communicates high expectations for social, behavioral, and academic success of all students.	1a,d,e,f 5b,d 6a,b,c 8d
<ul style="list-style-type: none"> • Student interest surveys • Parent surveys • Lesson plans • Variety of project choices for a lesson 	c. Uses students' developmental needs, background, and interests in planning for instruction.	2b 3d 4b,c
<ul style="list-style-type: none"> • The use of teaching techniques: cooperative learning, projects, presentations, etc-observable • Copies of lesson plans reflecting differentiation of instruction • Student evaluation of completed project • Photos of students engaged in learning activities • Observation notes 	d. Selects strategies to engage all students in learning.	1b 2d 3d, 4b,c,d,f
<ul style="list-style-type: none"> • Computer lab use-observable • Copies of technology-based lesson plans • Observation notes • Bibliography of resources used in planning • Photo documentation • Field Trip summaries • Community speakers utilized-observable 	e. Uses available resources, including technologies, in the development and sequencing of instruction.	2d 3e 4d

Standard 4 - Uses strategies to deliver instruction that meet the multiple learning needs of students.

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Lesson plans • Assessments results-both teacher developed and textbook • Photo diary/documentation • Notes from team planning sessions • Standards/benchmarks posted in room • Observation notes 	a. Aligns classroom instruction with local standards and district curriculum.	1b 2c 3a 8c
<ul style="list-style-type: none"> • Examples of student work • Examples of research reviewed and used • Teacher self-assessment • Workshop implementation, logs and evaluator observation notes • Lesson plans 	b. Uses research-based instructional strategies that address the full range of cognitive levels.	1b 3d 7a
<ul style="list-style-type: none"> • Use of accommodation and modifications - observable • Copy of instructional decision making plans • Student work showing evidence of positive results • 504, IEP accommodation plans 	c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.	1c 2b 3a,c 4b,d,f 5f
<ul style="list-style-type: none"> • Student work samples • Photos of students engaged in their work • Surveys results from students • Lesson plans • Observation notes 	d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.	2b 3d 4c,f
<ul style="list-style-type: none"> • Student interview data • Providing social activities • Parent input about student • Student work samples Lessons with choices for students 	e. Connects students' prior knowledge, life experiences, and interests in the instructional process.	2c 3c,d 4c,d
<ul style="list-style-type: none"> • Guest speakers • Lesson plans • Student research projects using variety of presentation formats - observable • Web site developed by teacher 	f. Uses available resources, including technologies, in the delivery of instruction.	2d, 3d,e

Standard 5 – Uses a variety of methods to monitor student learning.

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Assessment results reflected in lesson plans • Copies of alternative tests 	a. Aligns classroom assessment with instruction.	3a 4c 5c
<ul style="list-style-type: none"> • Newsletter • Classroom website • Report cards • Parent Info night • Parent conferences 	b. Communicates assessment criteria and standards to all students and parents.	1g 3b,e
<ul style="list-style-type: none"> • Evidence of multiple assessments throughout the year • Lesson plans reflecting assessment results 	c. Understands and uses the results of multiple assessments to guide planning and instruction.	1c 3a 4c
<ul style="list-style-type: none"> • Goal charts • Goal sheets written by students • Achievement data • Lesson plans showing reflective writing for students 	d. Guides students in goal setting and assessing their own learning.	1c 6a 8e
<ul style="list-style-type: none"> • Conferences • IEP meetings • Parent phone calls log 	e. Provides substantive, timely, and constructive feedback to students and parents.	1g 3b,e
<ul style="list-style-type: none"> • Notes from team meetings • Child study team/ problem solving and/or instructional decision making notes • Team meeting notes • Evaluator observation of team meetings 	f. Works with other staff and building and district leadership in analysis of student progress.	1f 7a,b 8c,e

Standard 6 - Demonstrates competence in classroom management.

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Cooperative learning strategies-observable • Classroom set-up/arrangement-observable • Small-group activities-observable • Seating chart • Student jobs in groups-observable • Student self-evaluation of behavior 	a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.	1d,e 3b 5d 6d
<ul style="list-style-type: none"> • Expectations posted in classroom • My job/your job chart posted • Photos of agreements posted 	b. Establishes, communicates, models, and maintains standards of responsible student behavior.	1d,e 6a,c,d,e 8d
<ul style="list-style-type: none"> • Rules/expectations posted • Classroom agenda/calendar posted • Class contract/constitution posted • Elements of first three observable • Substitute folder available 	c. Develops and implements classroom procedures and routines that support high expectations for learning.	1d,e 3b 6a,b,d,e
<ul style="list-style-type: none"> • Students on-task-observable • Smooth transitions-observable • Observation notes 	d. Uses instructional time effectively to maximize student achievement.	3d
<ul style="list-style-type: none"> • Student behavior-observable • Charts such as my job/your job posted 	e. Creates a safe and purposeful learning environment.	1d,f 6a,c

Standard 7 - Engages in professional growth.

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Transcripts • Copies of membership certificates • Log of Books/journals read • Degrees or certification • Documentation of professional learning 	a. Demonstrates habits and skills of continuous inquiry and learning.	7b,c,d
<ul style="list-style-type: none"> • Lesson plans showing co-teaching • Peer evaluation • Evaluator observation of co-teaching 	b. Works collaboratively to improve professional practice and student learning.	5f 8c,d,e
<ul style="list-style-type: none"> • Innovative research-based lessons – observation notes • Presentation of knowledge to groups • Teacher journal entries showing reflective teaching 	c. Applies research, knowledge, and skills from professional development opportunities to improve practice.	2d 4b 7a,d
<ul style="list-style-type: none"> • Show growth in student achievement • Individual professional development plans • Observation notes from evaluator 	d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.	1b 8a,b,c

Standard 8 - Fulfills professional responsibilities established by the school district.

Model Evidence	Criteria: <i>The teacher</i>	<u>Suggestions</u> for Cross Reference of Multiple Standards and Criteria
<ul style="list-style-type: none"> • Show growth in student achievement • Teacher evaluation results • Individual professional development plan 	a. Adheres to board policies, district procedures, and contractual obligations.	8b
<ul style="list-style-type: none"> • Evaluator observable notes • Documentation of mandatory training 	b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.	8a
<ul style="list-style-type: none"> • Committee documentation of membership • District committee/activity documentation • Evidence of team player-observable 	c. Contributes to efforts to achieve district and building goals.	1f 5f 7b
<ul style="list-style-type: none"> • Participates in staff functions • Student work samples • Observation notes 	d. Demonstrates an understanding of and respect for all learners and staff.	6e
<ul style="list-style-type: none"> • Phone log of parent contact • E-mail log of parent contacts • Conference schedule • Community speakers/guests • Field trip 	e. Collaborates with students, families, colleagues, and communities to enhance student learning.	1f 5d,f